DOCUMENT RESUME

ED 087 352 IR 000 132

AUTHOR Gotsick, Priscilla
TITLE Community Survey Guide for Assessment of Community Information and Service Needs. Public Library Training Institutes Library Service Guide Number Two.
INSTITUTION Morehead State Univ., Ky. Appalachian Adult Education Center.
SPONS AGENCY Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE Jan 74
GRANT OEG-0-73-5341
NOTE 54p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Adult Basic Education; Adults; Community Agencies (Public); Community Surveys; Cost Effectiveness; *Data Collection; *Disadvantaged Groups; *Information Needs; Information Sources; *Library Surveys; Public Libraries; Questionnaires
IDENTIFIERS Life Coping Skills; *Needs Assessment

ABSTRACT

This pamphlet presents methods by which a library may survey its community to determine local information needs, especially those of disadvantaged adults. Data may be collected from public agencies or from community residents, by telephone, interview or questionnaire. All of these procedures are discussed in terms of advantages, methods, and cost/benefit. Sample questionnaires for agency heads and for community residents are provided, as are lists of those agencies, such as state offices, school districts, and local businesses, which may have already compiled some of the data needed by the library. Finally, a chart organizes the specific data needed, with its possible source, and provides a space for local statistics. (SL)

ED 087392

IR 000 132

MOREHEAD STATE UNIVERSITY
LUX
1922
KENTUCKY

LIBRARY SERVICE GUIDES

2

Appalachian Adult Education Center

THE ASSESSMENT OF COMMUNITY INFORMATION AND SERVICE NEEDS

ED 087392

APPALACHIAN ADULT EDUCATION CENTER

Public Library Training Institutes
Library Service Guide No. 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COMMUNITY SURVEY GUIDE

FOR

ASSESSMENT OF COMMUNITY INFORMATION AND SERVICE NEEDS

by

Priscilla Gotsick
Library Services Specialist

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

January, 1974

TABLE OF CONTENTS

Community Survey Guide

INTRODUCTION

Who 1
Why 1
When 1
How 1

GUIDE INFORMATION

What are you going to do? 1
Why are you going to do it? 1
Who needs to know? 2
Where is the information you want? 2
How much can you do? 3
What are cost/benefits of differing methods? 3
How will you record facts? 6
How will you use facts for decision making? 7
How will you know what happened to people when you did it? 7

APPENDIXES

AAEC Sample Questionnaire to Agency Heads—including Life Coping Skills Categories and Subcategories List 8
AAEC Sample Questionnaire to Community Residents 10
AAEC Pre-planning Information Guide 12

COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

Community needs and resources must be assessed to provide a foundation for decision making. But don't let the assessment delay giving services. Make educated guesses to start services and adjust and expand your program from the survey result.

WHO?	The library director, the professional and supporting staff, volunteers, and trustees all should become more aware of the needs and resources of their community as they prepare to expand services to disadvantaged adults. Someone on the staff should take responsibility for information collection and assessment.	WHAT ARE YOU GOING TO DO?	You are going to find out many facts about your community's needs and resources that will help you make decisions about the kinds of library services, materials and programs the people need and want. From these facts you can expand public library services to all adults in your community, including groups with special information needs.
WHY?	To find out whom you are serving now and for whom you need to expand services. It will help you identify gaps in your library's services, programs and materials, not only for disadvantaged adults but for all of the publics you serve.	WHY ARE YOU GOING TO DO IT?	You are conducting a community needs assessment for many reasons: 1. To find out whom you serve now, what other groups in the community need your service and what kinds of services they need. This helps you design the expanded service program to fit the information needs of the unserved groups. As you know, public libraries nationally serve only one third of the children and one tenth of the adults. We all have room for improvement. The disadvantaged—either in education or income—seem to use the public library least. 2. To determine gaps in service.
WHEN?	You should assess your community before you plan to expand services in any priority group, such as the disadvantaged adult. Repeat your assessment as your service priorities change.		
HOW?	By collecting information about your community. To organize the information you may wish to fill out the chart on community needs and resources (provided by the Appalachian Adult Education Center as guidelines).		

COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

TO EXPAND SERVICES BASED ON NEED

3. To know more about the people in your community so that you can select print and non-print materials they want and can use.

4. To find out what services and materials other educational institutions provide so that you can supplement but not duplicate their efforts.

5. To find out what resources other organizations can share with the library so the library can do its job better.

6. To make the community more aware of the public library—its services, programs, materials and facilities.

WHO NEEDS TO KNOW?

Your assessment of community needs for expanded library services is important to many people:

1. *Your staff* become aware of what groups make up the community and the many kinds of information needs they have. Their jobs should become more meaningful as they think in terms of service to the whole community.

2. *Your board* needs to know how much staff, time, and money it takes to expand services to serve the whole community. This will help them estimate future budget needs and provide them with facts that can be used in budget hearings.

WHERE IS THE INFORMATION YOU WANT?

3. *Local government and planning commissions* should be informed of the total information needs of the community so that library services are included in their long-range plans.

Where is the information you want to collect?

1. *From agency heads who serve disadvantaged adults.* Some of the most important ones to contact are:

a. County Extension Agent
b. Home Demonstration Agent
c. Para-professional Nutritional Aides—Health Department
d. Planning Commission or Area Development District Staff
e. Comprehensive Health Care Staff
f. Housing Authority Tenant Right's Organization Staff
g. Director of Federal Programs at Superintendent of Education's office
h. Visiting Nurses Association
i. Community Action Programs
Library

2. *In your library files.*

3. *Local government officials and community leaders* may have some community studies which you can use.

4. *The Chamber of Commerce* has surveys of business and industry, land use studies, and information on new industries.

WHERE IS THE INFORMATION YOU WANT?

5. *Adult education directors* have or can get information on the extent of education and economic disadvantagement in your service area.

6. From *disadvantaged adults* in your community.

HOW MUCH CAN YOU DO?

How much you can do in assessing community needs depends on several things:

1. How much staff time you have available to do it.

2. How much information is already available and how much you have to collect yourself.

3. How much cooperation you get from other agencies and organizations.

In planning a community needs assessment, you must be careful that the cost of the assessment does not exceed the benefits to be gained from it.

WHAT ARE THE COST/BENEFITS FOR DIFFERENT METHODS OF ASSESSING YOUR COMMUNITY?

Some ways of getting information about your community take more staff time, effort, and *more* money than others, but provide more benefits, like good public relations or more useful and relevant information.

1. A simple collection of facts and figures (*demographic data*) about your community takes the least time and effort, but gives no insight into the information services and materials needs of the disadvantaged adults in your community. Interpretation of the facts is up to you.

2. *Sending questionnaires to agency heads* is the next step up in expense. (See enclosed sample questionnaire.) The questionnaire gives you an overview of the information needs of the disadvantaged adult. At the same time you will be promoting your library and discovering community resources to help you expand services to disadvantaged adults. Limitations are:

   a. that you won't get any more than you ask for, and
   b. you will not get back all the questionnaires, so you will have a self-selected and perhaps biased reply.

3. *Sending questionnaires to community residents* is the next step up in expense and requires selecting the residents to receive questionnaires. Since you are trying to find out the information needs of disadvantaged adults, you must find a way to select from that population.

Certain government agencies—the local Department of Education, Housing Authority, Employment Office, Food Stamp Office, Office of Economic Security, and others—will cooperate with you in assessing the information needs of the disadvantaged adult population. They will not give you the names and addresses of disadvantaged adults, but they may send out the questionnaire if you pay the postage. You must fully state your purpose to get their cooperation.

Because disadvantaged adults have many pressures, you have to expect low questionnaire return.

4. *Telephone interviews with agency heads* are time-consuming but provide you with solid information about the information and service needs of the disadvantaged adults that agency serves. Personal two-way telephone conversations let both of you explore coordination and cooperation possibilities and to fully explain your purposes, goals and services.

5. *Telephone interviews with community residents* will give a grass-roots, first-hand account of the information needs of the disadvantaged adults in your community. Again, contact your local service agencies to ask their cooperation—your local Adult Basic Education teacher is probably your best bet in getting names and telephone numbers of disadvantaged adults who will be willing to be interviewed by phone.

6. *Direct personal interviews with agency heads* provide the most useful information, but are costly and time consuming. You can get exactly the information you want and explain your questions and your reasons for asking them. You also are establishing direct personal rapport with potential resource people. It is questionable whether the public relations provided and the information gained from this approach can be justified cost-wise for small libraries with scant staffs and low income. Only your library board and staff can judge this in your service area.

WHAT INFORMATION DO YOU NEED?

7. *Direct personal interviews with community residents* give you the real information needs of those you seek to serve. Because disadvantaged adults are wary of strangers with questions—you should use an intermediary to introduce you before you attempt an interview. Even then the disadvantaged adult will be hesitant to give information other than what he thinks you want to hear. If you can convince the adult of your sincerity and your interest in serving him, you will get better results.

The cost/benefits become even more difficult to juggle as the number of interviews increases. The benefits are obvious, but the cost may be prohibitive—unless friends of the library pitch in.

What information about the community do you want to collect?

1. Is your community made up of crowded urban areas, or thinly populated rural areas? For the first, a branch library may be needed. The second may need books by mail or a bookmobile?

2. Is your community stable or changing? If it is changing, does the library have materials and services to fit the new people and new industries that are moving in?

3. How many people live in the area you serve? Do you have bookmobiles to cover the area? Do you need to begin books by mail?

4. What are the information needs of the people who live in the area you serve? Do you have materials and services to help adults of all ages and at all reading levels cope with their problems? Do you have relocation skill material for young people who are moving in or out of the community? Do you have large-print materials for older people? Do you have information on medicare, social security, and retirement planning? Do you have special groups who need ethnic or second language material?

5. What are the ages of the people in the area you serve? Do you have a large proportion of children, young adults, working age adults, or aged who need services?

6. What is the educational level of most adults in your community? Most people read at least two grade levels below their number of years in school. Does your material fit their reading level? For undereducated adults, do you have material with adult content which is easy to read? Do you have GED preparatory materials for adults to study from?

7. How much money do most of the people in your community make? Are many families below the poverty index? Do they need materials on money management, how not to get cheated, or how to file for bankruptcy? Poor people cannot afford to buy their information, so the public library becomes very important to them if it offers information and services.

8. What kinds of businesses and industries are in your community? Does your library have technical and professional books to fit their information needs? What jobs do these businesses and industries have to offer? Do you have materials on how to get and keep a job and on job training?

9. What are the civic and cultural activities available in your community? Do you have a calendar of scheduled events prominently displayed in the library along with books and records about that event? Do you have a community meeting room for groups to use?

10. What social and services clubs are in your community? Do you have materials and programs to help people get along with others and to find out more about why people behave the way they do?

11. What educational opportunities are available in your area?

a. Do you have a list or directory of schools, colleges, vocational-technical schools, vocational rehabilitation services, adult basic education and federal training projects such as MDTA, JOBS, and WIN? Do you have information about available training, where to get it, how to apply, and how to get scholarships or assistance?

b. Do you provide information about the educational programs of voluntary organizations such as Action Volunteers, United Fund, local churches, JC's and Lions?

12. What community resources are available in your community?

a. Recreation—parks, playgrounds, YMCA/YWCA

b. Services—welfare, health department, legal aid, family planning, drug clinics, mental health.

c. Media—TV, radio, newspapers

d. Transportation—bus and taxi services

Can you use these community resources to provide expanded library services and educational information to the people you serve? For example, can you use a Community Action bus to bring people to the library or TV preparation classes for GED in the library?

13. What other sources of materials are available in your community?

a. Public school libraries (are they open at night for adults?)
b. Vocational and Technical school libraries
c. Special libraries (industrial, medical)
d. Bookstore or paperback racks in drug stores and other businesses
e. Pamphlet racks in medical and agency offices
f. Academic libraries

HOW WILL YOU RECORD THE FACTS YOU HAVE COLLECTED TO MAKE THEM MORE USEFUL TO YOU?

Can you make use of these sources to fill requests for your users?

14. What information and referral services exist in your community? If none exist, you could:

a. Develop a community information and referral center in the library.
b. Publicize your referral and information services.
c. Develop a community referral handbook.
d. Make your Referral Handbook available to other agencies.

If other referral services do exist, you could help publicize them, refer users to other agencies that provide information and referral services, and fill in information gaps.

A sample chart called "Preplanning Information for Expanding Services for Disadvantaged Adults" (see page 12) should be useful in recording the facts you gather, and to help you organize your information into meaningful categories.

HOW WILL YOU USE THE FACTS YOU HAVE COLLECTED TO HELP YOU MAKE DECISIONS ON EXPANDED LIBRARY SERVICE?

When you have determined (1) the characteristics of the people in your service area, (2) the groups you are not serving, and (3) the information needs of those groups, you can:

1. Compare your existing services and programs with what is needed.

2. Identify materials gaps in your collection and design a program to acquire needed materials.

3. Determine whether duplication of services exists. For example, are ABE classes using public school libraries? Shouldn't you provide adult materials the school library does not? Are the materials at the senior citizens center (if you have it) strictly leisure-time fiction?

4. Determine improvements needed in bookmobile service: additional stops, different kinds of materials, or better displays.

5. If you cannot get additional funds to serve disadvantaged adults, plan to provide services by shifting staff, funds and use of facilities to provide services to unserved citizens.

HOW WILL YOU KNOW WHAT HAPPENED TO PEOPLE WHEN YOU DID IT?

When you make a community needs assessment, you involve people, and this makes them more aware of the library in the community and more knowledgeable of the community itself:

1. *Your staff* becomes aware of community needs and how the library can fill some of these needs with special services and different kinds of materials.

2. *Your board* becomes aware of the need for expanded services to meet the information needs of the whole community.

3. *Other agencies* become aware of the library's desire to serve the whole community. They see the library as a community planning agency and a partner with them in community education and information services.

COMMUNITY NEEDS ASSESSMENT
SAMPLE QUESTIONNAIRE FOR AGENCY HEADS

Agency: _____

Name: _____

Date: _____

Introduction—The _____ Public Library is planning expansion of services to disadvantaged adults. We need your help in identifying the information, service and materials needs of this priority service group. Please fill out this questionnaire and return at your earliest convenience. Thank you for your cooperation.

1. What proportion of those you serve are disadvantaged adults? (We define disadvantaged adult as anyone 16 years or older who is out of school with less than a high school education who may have an income below the poverty level.) Please check one.

   - ☐ A. None
   - ☐ B. Quarter
   - ☐ C. Half
   - ☐ D. Almost all
   - ☐ E. All

2. On the enclosed Life Coping Skills Category and Sub-categories List cross off the categories and sub-categories which are *not* important information need areas for disadvantaged adults.

3. On the same list mark the three top priority information areas for the disadvantaged adults *you serve*.

4. What informational materials does your group distribute that could become part of the library's collection? Please list or include samples.

5. The following is a list of library services that exist now or could be developed. Please mark an (X) if the service would be of use to you and/or your disadvantaged adult clients.

- ☐ 1. Library tours and orientation
- ☐ 2. Small collection of books and paperbacks
- ☐ 3. Pamphlets delivered to your agency on subjects of interest to your clients
- ☐ 4. Community room available for meetings
- ☐ 5. Adult book talks on topics of interest to your clients
- ☐ 6. Easy to read books about adult problems
- ☐ 7. Other _____

_____

The _____ Public Library would like to be of service to you and your clients.

Please call _____ at _____
Name Number

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky 40351
October 23, 1973

SAMPLE COMMUNITY SURVEY
FOR
COMMUNITY RESIDENTS

Your _____Public Library wants to give you the kind of books, paperbacks and pamphlets that you want to read. We also want to have records, films, filmstrips and tapes that you want to use.

1. What kind of information do you want? Check the boxes on information you want.

- ☐ How to find, get and keep a job
- ☐ How to get along with your family
- ☐ How to get along with your children
- ☐ How to stay healthy
- ☐ How to buy and not get into debt
- ☐ How not to get cheated
- ☐ How to get help if you need it
- ☐ How to get more schooling
- ☐ How to get insurance
- ☐ How to use spare time
- ☐ How to get along with friends and neighbors
- ☐ How to move to another town
- ☐ Understanding yourself
- ☐ What taxes are
- ☐ How to solve your transportation problems
- ☐ What happens as you get older

2. On the same list mark the three most important kinds of information you want. Mark the most important one number one (1), the second most important number two (2), and the third most important number three (3).

3. On the same list cross off the information that no one you know would need.

4. Who would you go to *first* to get information on how to solve your daily problems? Check one:

   ☐ Family

   ☐ Friends

   ☐ Public library

   ☐ Minister

   ☐ Another office

   ☐ Other _____

5. Are there many adults in your neighborhood who didn't finish high school or who don't have much money? Check one.

   ☐ A few

   ☐ Some

   ☐ More than half

   ☐ Many

PREPLANNING INFORMATION

FOR

EXPANDING SERVICES FOR DISADVANTAGED ADULTS

The purpose of this chart is to find out what your community is like—who you serve and particularly where expansion of existing service to disadvantaged adults may be possible. There may be existing community studies which you can draw upon. Some possible sources are:

1. *Community surveys done by regional or local libraries for the State Library.*
2. *Area Development Districts or Planning Commissions.*
3. *Educational surveys done by the school system or the adult education office.*
4. *Federal projects such as OEO, Manpower Development, CAP, etc.*
5. *Federal, State, and County Agencies, such as Welfare Departments, County Extension Agents, etc.*
6. *Local industry and business.*

Other possible sources of information are the U. S. Statistics, handbooks, directories, maps, and reports.

PREPLANNING INFORMATION

FOR

EXPANDING SERVICES FOR DISADVANTAGED ADULTS

STATE _____ LIBRARY _____ DATE _____

Instructions: Please describe your community by answering the following questions as completely as possible.

Area of Information	Information to Include	Source of Information	Fill in Here
A. Population Statistics	How many people in your service area? (total population) Percent living in rural areas Percent living in urban areas Age of population No. of children 0-19 years No. of adults 20+ No. of young adults 15-25	1970 U. S. Census State Departments of Education School Boards	_____ _____ _____ _____ _____ _____ _____
B. National and Racial Background of Population	Give percent of racial and national groups which make up the population of your service area	1970 U. S. Census City, County, or Area Supervisor of Adult Basic Education NAACP	COUNTY CITY White _____ _____ Black _____ _____ Non English-Speaking _____ _____ Indian _____ _____ Oriental _____ _____ Other _____ _____

Area of Information	Information to Include	Source of Information	Fill in Here
C. Geographic Area you Serve	Square miles		
D. Educational Levels of Population	Percent of persons enrolled in school (14 and 15 years old)	1970 U. S. Census, or Area Supervisor of Adult Basic Education	
	Percent of persons enrolled in school (16 and 17 years old)		
	Total number of persons 25 years old and over		
	Persons 25 and over with less than 6 years of education		
	Percent of persons 25 and over with less than 3 years of education		
E. Economic Levels of Population (family income)	Total number of families	1970 U. S. Census Employment Security Welfare Agencies Community Action Programs	
	Total number of families with income less than $3,000		
	Percent of all families with income less than $3,000		
	Families with income less than $1,000		

Area of information	Information to Include	Source of Information	Fill in Here
Economic Levels (continued)	Families with income from $1,000-$1,999		
	Families with income from $2,000-$2,999		
F. Unemployment	Males 14 and over in civilian labor force	1970 U. S. Census Employment Security Welfare Agencies Community Action Programs	
	Percent of such males who are unemployed		
	Females 14 and over in civilian labor force		
	Percent of such females who are unemployed		
G. Employment	What are the chief employers for your service area?	Employment Security U. S. Census	NAME/KIND OF WORK PRESENTLY NEW

Area of Information	Information to Include	Source of Information	Fill in Here
H. Selective Service	Persons aged 18 to 25 who were examined by selective service	1970 U. S. Census Draft Board	_____
	Persons rejected by selective service (4F and 1Y)		_____
	Percent of persons examined who were rejected by selective service (4F and 1Y)		_____
I. Health	Births per year	State Department of Health	_____
	Deaths per year of infants under 12 months	U. S. Census	_____
	Infant deaths as a percent of births per year		_____
J. Housing	All housing units	Housing Authority Tenants Rights Organization	_____
	Number of housing units which are substandard	U. S. Census Planning Commission	_____
	Percent of all housing units which are substandard		_____
K. Welfare	Persons under 21	Welfare Department Office of Economic Security	_____

Area of Information	Information to Include	Source of Information	Fill in Here
	Percent of persons under 21 receiving A.F.D.C. payments		_____
	Persons aged 65 and over		_____
	Percent of persons 65 and over receiving old-age assistance		_____
L. Educational Offerings in Community for Disadvantaged	List of adult basic education and other educational activities available to your service	City or County Supervisor of Adult Education	KIND/SITE/NO. ENROLLED
		Public Schools Private Schools Area Vocational Schools Bureau of Rehabilitation Services MDTA (Manpower Development Training Act) WIN (Work Incentive)	

Area of Information	Information to Include	Source of Information	Fill in Here
		NYC (Neighborhood Youth Corps) CEP (Concentrated Employment Programs) New Careers Program Voluntary Groups	_____ _____ _____ _____ _____ _____
M. Annual Income of the Library	Total cash		_____
N. Library Card Holders	Percent with $10,000 annual income or more		_____
O. Other Community Services Available to Disadvantaged Adults	List of community services available to disadvantaged adults	Health Department Welfare Department Social Security Community Action Programs Comprehensive Care Food & Nutrition Services Child Care Programs Job Placement Programs Housing Authorities Voluntary Groups Planning Commission Mental Health Family Planning Clinic Radio Stations Newspapers Senior Citizens Home Demonstration Agent Agricultural Extension Agent Television Stations	SERVICE/AGENCY _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Area of Information	Information to Include	Source of Information	Fill in Here
P. Referral and Information Services Available	Is there a central source of community agency and organization in your community?	United Fund Public Library Planning Commission Comprehensive Health Center	

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky 40351
Revised October 11, 1973

APPALACHIAN ADULT EDUCATION CENTER

BUREAU OF RESEARCH AND DEVELOPMENT
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

LIFE COPING SKILLS MATERIALS LIST

Categories and Sub-categories
June, 1973

ADVOCACY

- Arrests
- Civil Rights
  - Bill of Rights
  - Civil Rights Movement
  - Legal Rights Under the Law
  - General
- Consumer Rights (See Consumer Economics: Consumer Rights)
- Legal Aid

AGING

- Aging Process
  - Emotionally
  - Mentally
  - Physiologically
- Burial Insurance (See Insurance: Burial Insurance)
- Care of the Aged in the Home
- Death
- Funerals
- Nursing Homes and Rest Homes
- Programs, Organizations, and Agencies for the Aging
  - Medicare (See Health: Health Cost Medicare)
  - Social Security (See Insurance: Social Security)
  - Other

Retirement
- Activities and Recreation
- Benefits
- Education
- Employment (See also Jobs: Occupational Information)
- Housing
- Planning

Wills

CHILDREN

Adolescence
Adoption
Babysitting
Birth and Genetic Defects (See Health: Birth and Genetic Defects)
Breast and Bottle Feeding
Child Abuse
Childbirth (See Health: Childbirth, Labor, Midwifery)
Child Development
Child Health Care (See also Health: Disease Information)
(See also Health: How to Select and Obtain Health Services)
Child Rearing
Development of Verbal Skills
Discipline
Drop-Out Prevention
Emotional Problems in Children (See also Health: Mental Health)
(See also Family: Conflict)
(See also Family: Crisis)
Foster Care
Gifted Children
Playing with your Children
Premature Babies
Prenatal Care (See Health: Prenatal Care)
Raising Children Alone

Retarded Children (See also Health: Retardation Prevention
(See also Health: Prenatal Care)
Selection of Child Care Facilities
Sex Education (See also Family: Sexual Relations)
Success and Failure in School
Teaching Children to Handle Emergencies (See also Family: Safety Planning)

COMMUNITY

Censorship
Citizenship: Naturalization
Citizen's Responsibilities
Community Organizations (See Community: Organizations, Resources, Services)
Community Projects
Jury Duty
Public Office
Social Action
Voting, Vote Buying
Community Hazards
Community Organizations, Resources, and Services
Child Services
Churches
Employment
Fire
Legal Aid (See Advocacy: Legal Aid)
Licensing Bureaus
Police
Public Health
Public Library Services
Referral Services
Schools
Volunteers
Water
Welfare, (See also Consumer Economics: Food Stamps)

- Dealing with Police
- Emergency Services
  - Disaster Action
  - Red Cross
  - Salvation Army
  - Telephone Hot Lines
- Ethnic Centers and Groups
- Government: Local, State, National
- How to Participate In and Use the Democratic Process
- Juvenile Delinquency
- Keeping Informed: Media, TV, Radio, Newspapers, Magazines
- Military Service
- Parliamentary Procedures
- Re-entry from Institutions
  - Corrections
  - Sanatoria
  - Veterans
- Social Problems of the Community
  - Busing
  - Crime
  - Environment, Ecology (See also Health: Pollution)
  - Street Safety
  - Zoning
- Street Gangs

CONSUMER ECONOMICS

- Advertising
- Auctions
- Bankruptcy
- Banks and Banking
  - Checking
  - Savings
- Bartering
- Buying Guides

Car Buying: New and Used
Comparison Buying: Values in Purchasing
    Appliances
    Clothing (See also Family: Home Management Care of Clothing)
    Drugs
    Food
    Furnishings and Accessories
Consumer Magazines
Consumer rights: Gypping
Counterfeits
Credit Bureaus
Credit Unions
Discount Store Buying
Farm Equipment Purchases
Food Stamps (See also Community: Community Organizations, Resources, Services: Welfare)
Fraud
Garnishments
Housing Repair and Maintenance (See Housing: Maintenance & Repairs)
Interest Rates
Investing Money
Land Buying and Selling
Loans: Borrowing Money
    Easy Credit
    FHA Loans
    Juice Rackets
    Loan Companies
    Mail Order Loans
Mail Order Catalog Buying
Money Management
    Budgeting
    Charge Accounts
    Credit Cards
    Installment Buying
    Rebates
    Retail Processes
Warranties and Guarantees

EDUCATION

- Career Planning (See Jobs: Career Planning)
- Educational Institutions
  - Colleges and Universities
  - Community Colleges
  - Vocational and Technical
- Finding A Job (See Jobs: Finding a Job)
- How to Apply to Educational Institutions
- How to Study
- How to Take A Test
- Locating Information
- Self-Education
  - Education Credit for experience
  - Educational Loans, Scholarships, and Assistance Programs
  - Educational Programs for Adults
  - G.E.D., High School Equivalency Diploma

FAMILY

- Brothers and Sisters: Sibling Relationships
- Care of the Aged in the Home (See Aging: Care of the Aged in the Home)
- Common Law Marriages
- Death, Funerals & Wills (See Aging: Death)
  (See Aging: Funerals)
  (See Aging: Wills)
- Divorces and Separations
- Extended Family: Cousins, Uncles, Grandparents, etc.
- Family Conflict (See also Children: Emotional Problems in Children)
- Family Crisis
- Family Recreation (See Leisure: Recreation, Family)
- Handling Close Personal Relationships, i.e. Intimacy
  (See also Relating to Others: Handling Intimacy)
- Home Health Care (See Health: Home Health Care)

- Home Management
  - Budgeting (See Consumer Economics: Money Management Budgeting)
  - Care of Clothing
  - Decorating
  - Food Preparation: Canning, Freezing, Cooking
  - Furnishing
  - Home Gardening: Flowers and Vegetables
  - House Cleaning
  - Remodeling (See Housing: Remodeling)
- Identifying Strengths and Weaknesses in the Family
- In-Laws
- Marriage Roles
- Safety Planning
  - Fires
  - Home Accidents, Poisons, etc.
  - Tornadoes (See also Community: Emergency Services)
- Sexual Relations
- Unwed Parents
- Working Women (See Jobs: Working Women)

HEALTH

- Aging (See Aging: Aging Process)
- Alcoholism
- Birth & Genetic Defects
- Black Lung (See Chronic Disease Respiratory)
- Childbirth, Labor, Midwifery
- Chronic Diseases
  - Arthritis
  - Cancer
  - Diabetes
  - Heart
  - Hypertension
  - Respiratory

Death (See Aging: Death)
Dental Care
Disease Information (See also Health: Chronic Diseases)
Disease Prevention
    Cancer (See also Health: Smoking)
    Heart Disease
    Immunization, Innoculation
    Respiratory Disease
Drug Abuse
Exercise
Faith Healing
Family Planning
    Abortion
    Birth Control
    Fertilization and Sterility
    Sterilization
First Aid
Generic Drugs and Laws
Handicapped, Mental and Physical
Health Costs
    Doctors
    Hospital
    Medicaid
    Medical Assistance (See Community: Community Organizations, Resources & Services: Welfare
    Medicare
    Private Health Insurance (See Insurance: Health Insurance)
Home Health Care
Home Remedies, Medicinal Herbs
How to Select and Obtain Medical Services
    Dental
    Doctors
    Emergency

- Hospitals
- Medical Clinics (See also Community: Community Organizations, Resources & Services: Public Health
- Mental

How to Talk with A Doctor
Insect Control
Menopause
Mental Health (See also Children: Emotional Problems in Children)
Nutrition
Old Wives' Tales
Patent Medicines: Over the Counter Medicines
Personal Hygiene (See also Self: Personal Care and Grooming)
Physiology and Anatomy (See also Health: Preserving your Health)
Physiology of Lifting
- Back Problems
- Hernias

Pollution (See also Community: Social Problems of the Community Environment, Ecology)
Prenatal Care (See also Children: Premature Babies)
Prescriptions
Preserving your Health
- Sight
- Hearing
- General

Quackery
Rehabilitation
Retardation Prevention (See also Children: Retarded Children)
Sanitation (See also Community: Community Hazards)
Smoking
Storing Medicine (See Family: Safety Planning)
Venereal Diseases
Weight Problems
- Diets
- Overweight
- Underweight
- Weight-watching plans

What to Expect at the Hospital

HOUSING

Buying and Selling
Decorating (See Family: Home Management Decorating)
Fire Prevention (See also Insurance: Fire Insurance)
(See also Family: Safety Planning)
Furnishings (See Family: Home Management Furnishings)
(See Consumer Economics: Comparison Buying Furniture & Accessories)
Home Building
Maintenance and Repairs
Owner's Liabilities and Responsibilities
Remodeling
Renting
Trailers
Utilities

INSURANCE

Burial Insurance
Disability Insurance
Fire Insurance
Health Insurance
Homeowners Insurance
Life Insurance
Mortgage Insurance
Motor Vehicles Insurance
Private Pension Plans
Renters Insurance
Social Security
Workmen's Compensation (See Jobs: Workmen's Compensation)

JOBS

- Agricultural Jobs
  - Cooperatives
  - Farming
  - Land Use
  - Sharecropping, Tenant Farming
  - Woodland Management
- Application Forms
- Applying for a Job
- Assessing Your Own Skills, Talents, and Interests
- Career Planning
- Child Care Facilities, Selection of (See Children: Selecting Child Care Facilities)
- Civil Service Information
- Distinguishing Between Good and Bad Jobs:
  - Facilities, Fringe Benefits, Hours, Wages
- Employee's Responsibilities
- Employer's Responsibilities (See also Advocacy: Civil Rights)
- Employment Agencies
- Find a Job (See also Jobs: Career Planning)
  - (See also Jobs: Occupational Information)
- Holding a Job (See also Relating to Others: Getting Along with Others)
- Job Discrimination (See also Relating to Others: Dealing with Discrimination)
  - (See also Advocacy: Civil Rights)
- Job Safety
- Losing A Job (See also Jobs: Unemployment)
- Occupational Information
- Private Pension Plans (See Insurance: Private Pension Plans)
- Seasonal Jobs
- Social Security (See Insurance: Social Security)
- Training and Re-training Programs (See also Education: Educational Institutions)
- Unemployment
- Unions
- Upgrading on the Job (See also Jobs: Holding a Job)
- Working Women
- Workman's Compensation

LEISURE

- Astrology
- Cultural Activities: Music, Performing Arts, etc.
- Dancing
- Fortune Telling
- Gambling
- Games
- Handicrafts
- Hobbies
- Parks
- Playing with your Children (See Children: Playing with Your Children)
- Radio (See Leisure: TV-Radio-Movies)
- Recreation
  - Indoor
  - Outdoor: Camping, Fishing, Hunting, Swimming, etc.
- Sewing
- Sports
- TV-Radio-Movies
- Using Leisure Time Effectively
- Vacations

RELATING TO OTHERS

- Communication
  - Correct Speech Usage
  - Giving Directions
  - Listening
  - Public Speaking
  - Taking Directions
  - Use of Telephones
  - Writing letters, reports, etc.
- Entertaining
- Friendship

Getting Along with Others, Interpersonal Relationships
- Accepting Help
- Dealing with Conflict
- Dealing with Criticism
- Dealing with Discrimination
- Dealing with Unwanted Advances
- Fighting Fairly
- Getting Acquainted
- Helping Others
- Meeting People
- Working with Others

Handling Intimacy (See also Family: Handling Close Personal Relationships)
Listening to Others
Love
Manners and Etiquette
Neighbors
Respecting the Ideas and Beliefs of Others
Sexual Relations (See also Family: Sexual Relations)
Sportsmanship
Understanding Others
- Attitudes
- Culture
- Ethnic Background
- Religion

RELOCATION SKILLS

Church
Community Services (See Community: Organizations, Resources, Services)
Employment (See also Jobs: Finding a Job)
Establishing Credit
Food Shopping
Housing
Moving, Expenses, Methods
Neighbors (See Relating to Others: Neighbors)
Schools

SELF

Changing Yourself
Church Affiliation
Decision Making
Describing Feelings
Etiquette (See Relating to Others: Manners & Etiquette)
ESP
Ethnic Studies
Goal Setting, Planning, and Achievement
Living Alone
Meaning of Life
Personal Adjustment
Personal Care and Grooming (See also Health: Personal Hygiene)
Personal Ethics, Values, Morals, Standards
Personal Problem Solving
Self Esteem
Self Evaluation
Self Understanding
Sensitivity to Yourself and Others--How You Come Across
Suicide
Superstition
Understanding What Makes Me the Way I Am: Heredity and Environment
Women's Liberation Movement (See also Jobs: Working Women)

TAXES

Income Tax
    City
    Federal
    State
Local Taxes
Sales Tax
Social Security (See Insurance: Social Security
Unemployment (See Jobs: Unemployment)
Workmen's Compensation (See Jobs: Workmen's Compensation)

TRANSPORTATION

- Car Pools
- Defensive Driving
- Driver's Licenses (See also Community: Organizations, Resources & Services: Licensing Bureaus)
- Elevators
- Highway Safety
- Maps
- Overnight Accommodations
- Routing
- Stations
- Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information
  - Air
  - Bicycles
  - Boats
  - Buses
  - Cars
  - Hitchhiking
  - Motorcycles
  - Taxis
  - Trains

LIBRARY SERVICE GUIDES IN DEVELOPMENT BY THE APPALACHIAN ADULT EDUCATION CENTER

1. The Selection of Special Materials for Disadvantaged Adults*
2. The Assessment of Community Information and Service Needs*
3. The Effective Use of Pamphlets with Disadvantaged Adults*
4. Rotating or Deposit Collections of Special Materials for Disadvantaged Adults*
5. Utilizing Volunteers to Expand Library Services to Disadvantaged Adults
6. Book-By-Mail Services: Moving the Library to Disadvantaged Adults
7. Evening and Weekend Hours: Expanding Library Services to Disadvantaged Adults
8. The Library as a Community Information and Referral Center
9. Planning the Expansion of Library Services to Disadvantaged Adults
10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults
11. Reader Guidance Services for Disadvantaged Adults
12. The Recruitment of Disadvantaged Adults: Effective Publicity
13. Conducting Field Trips and Tours to the Library for Groups of Disadvantaged Adults
14. ABE—What is It: Kentucky, Alabama, South Carolina, West Virginia
15. The Relationship of Disadvantagement to Library Services
16. In-service Training of Personnel to Serve Disadvantaged Adults
17. Cooperation Between Adult Basic Education and Libraries
18. Book or Human Problems Talks: A Technique for Encouraging Library Materials Usage by Disadvantaged Adults
19. Adult Education in the Library
20. Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems
21. Bookmobile Services: Moving the Library to Disadvantaged Adults
22. Expanding Library Services to the Elderly
23. Coordinating with College-Level Examination Programs
24. Effectively Displaying Materials to Disadvantaged Adults
25. Audio-Visual Orientations to Libraries for Disadvantaged Adults
26. Expanding Library Services to Mental Institutions
27. Expanding Library Services to Correctional Institutions
28. Interagency Cooperation Between the Library and Agencies that Serve Disadvantaged Adults
29. Utilizing Student Help to Expand Library Services to Disadvantaged Adults
30. High School Equivalency Preparation Programs in the Library
31. Adjusting School Libraries for Adult Student Use: Cooperation with Public Libraries
32. Working with Elected Officials to Expand Library Services to Disadvantaged Adults
33. Speaker's Bureaus for Disadvantaged Adults
34. Public Library Services to Young Disadvantaged Adults
35. Maintaining Separate Collections within the Library for Disadvantaged Adults

*In Print

APPALACHIAN ADULT EDUCATION CENTER - Bureau of Research and Development
Morehead State University
Library Training Institute

EVALUATION OF LIBRARY SERVICE GUIDES

State:_____ Library:_____ Date:_____

Title of Guide:_____

Your name: _____ Position:_____

FORMAT

1. Was the guide easy to use? ____yes ____no
2. Was the print large enough? ____yes ____no
3. Did you like the way it looked? ____yes ____no

PRESENTATION

Was the writing style of the guide:

1. Informational? ____yes ____no
2. Service oriented? ____yes ____no
3. Too technical? ____yes ____no
4. Contain too much jargon? ____yes ____no
5. Easy to read? ____yes ____no
6. Understandable? ____yes ____no
7. Too long? ____yes ____no

CONTENT

1. Was the information in the guide the information you needed? ____yes ____no
2. Was there enough specific detail about how to do it? ____yes ____no
3. Was there too much detail? ____yes ____no
4. Could you apply the information to your activities? ____yes ____no
5. Could you tell others how to do it after reading the guide? ____yes ____no
6. Were the charts, outlines or questionnaires understandable? ____yes ____no

REFERENCES

Were the suggested readings of any use to you? ____yes ____no

OTHER COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
November 29, 1973

OTHER COMMENTS (CONT.)

The project presented or reported herein was performed pursuant to a Grant No. OEG-0-73-5341, from the Department of Health, Education, and Welfare, U.S. Office of Education, Bureau of Libraries and Learning Resources. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no offical endorsement by the U.S. Office of Education should be inferred.

Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University, UPO 1353
Morehead, Kentucky 40351
(606) 784-9229 (606)783-3111